

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature and informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

(c) Use a variety of transitional words and phrases to manage the sequence of events.

(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

(e) Provide a conclusion that follows from the narrated experiences or events.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (ongoing)

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

(a) Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text”).

(b) Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Other Literacy Goals

RF.4.3: Know and apply grade level phonics and word analysis skills in decoding words.

(a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

(b) Follow agreed-upon rules for discussions and carry out assigned roles.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(a) Use relative pronouns and relative adverbs.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.

(a) Use correct capitalization.

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Fourth Grade Unit 1 Quarter 1 Changes Over Time

Social Studies

4.H.1: Analyze the chronology of key historical events in North Carolina history.

4.H.1.2: Explain how and why North Carolina was established.

4.H.1.3: Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

4.H.2: Understand how notable structures, symbols and place names are significant to North Carolina.

4.H.2.1: Explain why important buildings, statues, monuments and place names are associated with the state's history.

4.H.2.2: Explain the historical significance of North Carolina's state symbols.

Information and Technology Skills

4.SE.1: Understand issues related to the safe, ethical, and responsible use of information and technology resources.

4.SE.1.1: Understand the guidelines for responsible use of technology hardware.

4.SE.1.2: Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

4.SE.1.3: Understand internet safety precautions (personal information, passwords, etc.).

Healthful Living

4.ICR.1: Understand healthy and effective interpersonal communication and relationships.

4.ICR.1.1: Explain the importance of showing respect for self and respect and empathy for others.

4.ICR.1.2: Exemplify empathy toward those affected by disease and disability.

4.ICR.1.3: Interpret facial expressions and posture to emotions and empathy.

4.ICR.1.4: Recognize situations that might lead to violence.

4.ICR.1.5: Exemplify how to seek assistance for bullying.

4.ICR.1.6: Contrast healthy and unhealthy relationships.

Science—Rocks, Minerals and Fossils

4.P.2: Understand the composition and properties of matter before and after they undergo a change or interaction.

4.P.2.1: Compare the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).

4.P.2.2: Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.

4.P.2.3: Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.

4.E.1: Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.

4.E.2.1: Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms.

4.E.2.2: Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.

4.E.2.3: Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

Fourth Grade Unit 1 Quarter 1 Changes Over Time

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature and informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

(a) Introduce a topic clearly and group related information in paragraphs and sections; (e.g., headings) illustrations and multimedia when useful to aid comprehension.

(b) Develop the topic with facts, definitions, concrete details, quotations, or other information related to the topic.

(c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(e) Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (see Quarter 1-W.4.9)

Other Literacy Goals

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

(a) Read on-level text with purpose and understanding.

(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(c) Use modal auxiliaries (e.g., can, may, must) convey various conditions.

(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.

(b) Use commas and quotation marks to mark direct speech and quotations from a text.

Fourth Grade Unit 2 Quarter 2 Our State

Social Studies—NC History and Geography

4.H.1: Analyze the chronology of key historical events in North Carolina history.

4.H.1.2: Explain how and why North Carolina was established.

4.H.1.4: Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.

4.G.1: Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4.G.1.1: Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).

4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.

4.G.1.3: Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.

4.G.1.4: Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.

Information and Technology Skills

4.SI.1: Apply criteria to determine appropriate information resources for specific topics and purposes.

4.SI.1.1: Use various types of resources to gather information (including print and online media).

4.SI.1.2: Use relevant sources of information for an assigned task.

4.SI.1.3: Use reliable sources of information.

Fourth Grade Unit 2 Quarter 2 Our State

Science—Moon Phases

Begin observing moon phases.

4.E.1: Explain the causes of day and night and phases of the moon.

4.E.1.2: Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time line, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature and informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

(a) Introduce a topic clearly and group related information in paragraphs and sections; (e.g., headings) illustrations and multimedia when useful to aid comprehension.

(b) Develop the topic with facts, definitions, concrete details, quotations, or other information related to the topic.

(c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(e) Provide a concluding statement or section related to the information or explanation presented.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Writing About Reading (see Quarter 1-W.4.9)

Other Literacy Goals

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

(c) Use context to confirm or self-correct word recognition and understanding; rereading as necessary.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(c) Use a comma before a coordinating conjunction in a compound sentence.

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

(a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

(b) Recognize and explain the meaning of common idioms, adages, and proverbs.

(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Fourth Grade Unit 3 Quarter 2 Animals are Characters, Too

Information and Technology Skills

4.IN.1: Apply appropriate strategies when reading for enjoyment and for information.

4.IN.1.1: Implement appropriate reading strategies when reading for information.

4.IN.1.2: Explain the importance of relevant characteristics in various genres.

4.TT.1: Use technology tools and skills to reinforce classroom concepts and activities.

4.TT.1.1: Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

4.TT.1.2: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

4.TT.1.3: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Science—Ecosystems

4.L.1: Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

4.L.1.1: Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

4.L.1.2: Explain how animals meet their needs by using behaviors in response to information received from the environment.

4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).

4.L.1.4: Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

Fourth Grade
Unit 3
Quarter 2
Animals are Characters, Too

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.5: Describe the overall structure (e.g., chronology comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature and informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Other Literacy Goals

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(e) Form and use prepositional phrases.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.

(d) Spell grade-appropriate words correctly, consulting references as needed.

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Fourth Grade Unit 4 Quarter 3

NC Revolutionaries

Writing

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

(b) Provide reasons that are supported by facts and details.

(c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition to).

(d) Provide a concluding statement or section related to the opinion presented.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (see Quarter 1-W.4.9)

Social Studies—NC Government

4.H.2.1: Explain why important buildings, statues, monuments and place names are associated with the state's history.

4.H.2.2: Explain the historical significance of North Carolina's state symbols.

4.C&G.1: Understand the development, structure and function of North Carolina's government.

4.C&G.1.1: Summarize the key principles and revisions of the North Carolina Constitution.

4.C&G.1.2: Compare the roles and responsibilities of state elected leaders.

4.C&G.1.3: Explain the influence of the colonial history of North Carolina on the governing documents of our state.

4.C&G.1.4: Compare North Carolina's government with local governments.

4.C&G.2: Analyze the North Carolina Constitution.

4.C&G.2.1: Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

4.C&G.2.2: Give examples of rights and responsibilities of citizens according to North Carolina Constitution.

4.C&G.2.3: Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature and informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

(a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

(b) Provide reasons that are supported by facts and details.

(c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition to).

(d) Provide a concluding statement or section related to the opinion presented.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (see Quarter 1-W.4.9)

Other Literacy Goals

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6: Differentiate between contexts that call for formal

English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

(a) Choose words and phrases to convey ideas precisely.

(b) Choose punctuation for effect.

(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Fourth Grade

Unit 5

Quarter 3

Literary Heroes

Social Studies—Economics

4.E.1: Understand how a market economy impacts life in North Carolina.

- 4.E.1.1: Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.
- 4.E.1.2: Understand how scarcity and choice in a market economy impacts business decisions.
- 4.E.1.3: Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.
- 4.E.1.4: Explain the impact of entrepreneurship on the economy of North Carolina.

4.E.2: Understand the economic factors when making personal choices.

- 4.E.2.1: Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.
- 4.E.2.2: Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs.

Science—Forces, Motion, and Energy

4.P.1: Explain how various forces affect the motion of an object.

- 4.P.1.1: Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.
- 4.P.1.2: Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.

4.P.3: Recognize that energy takes various forms that may be grouped based on their interaction with matter.

- 4.P.3.1: Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.
- 4.P.3.2: Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

Fourth Grade Quarter 3 Additional Content

Information and Technology Skills (integrate with Literary Heroes Unit)

4.SI.1: Apply criteria to determine appropriate information resources for specific topics and purposes.

- 4.SI.1.1 : Use various types of resources to gather information (including print and online media).
- 4.SI.1.2: Use relevant sources of information for an assigned task.
- 4.SI.1.3 Use reliable sources of information.

4.RP.1: Apply a research process as part of collaborative research.

- 4.RP.1.1: Implement a research process by collaborating effectively with other students.

Reading

RL.4.1/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time line, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.4.10/RI.4.10: By the end of the year, read and comprehend literature (including stories, dramas, and poetry) and informational texts, (including history/social studies, science, and technical texts) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

(c) Use a variety of transitional words and phrases to manage the sequence of events.

(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

(e) Provide a conclusion that follows from the narrated experiences or events.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing About Reading (see Quarter 1-W.4.9)

Other Literacy Goals

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

(g) Correctly use frequently confused words (e.g., to, too, two; there, their).

Science—Moon Phases

4.E.1: Explain the causes of day and night and phases of the moon.

4.E.1.1: Explain the cause of day and night based on the rotation of Earth on its axis.

4.E.1.2: Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.

4.E.2.3(repeated from Q 1): Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

Social Studies –Culture

4.H.1.1: Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

4.C.1: Understand the impact of various cultural groups on North Carolina.

4.C.1.1: Explain how the settlement of people from various cultures affected the development of regions in North Carolina. (languages, foods and traditions)

4.C.1.2: Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

Fourth Grade Unit 6 Quarter 4 *Stories of the Earth and Sky*

Healthful Living

4.NPA.1.1: Plan meals using MyPlate.

4.NPA.1.2: Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.

4.NPA.1.3: Use the Food Facts Label to plan meals and avoid food allergies.

4.NPA.2.1: Compare unhealthy and healthy eating patterns, including eating in moderation.

4.NPA.2.2: Explain the effects of eating healthy and unhealthy breakfasts and lunches.

4.NPA.3.1: Explain how nutrition and fitness affect cardiovascular health.

4.NPA.3.2: Summarize the association between caloric intake and expenditure to prevent obesity.

Science

Nutrition and Exercise

4.L.2: Understand food and the benefits of vitamins, minerals and exercise.

4.L.2.1: Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.

4.L.2.2: Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

Fourth Grade Quarter 4 Additional Content

Healthful Living

4.MEH.1: Apply positive stress management strategies.

4.MEH.1.1: Summarize effective coping strategies to manage eustress and distress.

4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.

4.MEH.2: Understand the relationship between healthy expression of emotions, mental health, and healthy behavior

4.MEH.2.1: Identify unique personal characteristics that contribute to positive mental health.

4.MEH.2.2: Explain how effective problem solving aids in making healthy choices.

4.PCH.1: Understand wellness, disease prevention, and recognition of symptoms.

4.PCH.1.1: Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.

4.PCH.1.2: Recognize methods that prevent the spread of germs that cause communicable diseases.

4.PCH.2: Understand body systems and organs, functions, and their care.

4.PCH.2.1: Identify the basic components and functions of the respiratory system.

4.PCH.2.2: Summarize habits to care for the skin.

4.PCH.3: Analyze health information and products.

4.PCH.3.1: Outline the functions of various health products.

4.PCH.3.2: Analyze advertisements of health products and services in terms of claims made and the validity of those claims.

Healthful Living

4.PCH.4: Understand necessary steps to prevent and respond to unintentional injury.

4.PCH.4.1: Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).

4.PCH.4.2: Identify personal protection equipment needed for sports or recreational activities.

4.PCH.4.3: Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).

4.ICR.2: Understand the changes that occur during puberty and adolescence.

4.ICR.2.1: Summarize physical and emotional changes during puberty.

4.ICR.2.2: Recognize that individuals experience puberty at different rates (early, average, late).

4.ATOD.1: Understand health risks associated with the use of tobacco products.

4.ATOD.1.1: Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.

4.ATOD.1.2: Explain why tobacco is an addictive product.

4.ATOD.2: Understand why people use tobacco products.

4.ATOD.2.1: Identify possible internal and external influences on tobacco use.

4.ATOD.2.2: Explain why people are influenced by various marketing strategies employed by tobacco companies.

4.ATOD.3: Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

4.ATOD.3.1: Use refusal skills to resist the pressure to experiment with tobacco.

4.ATOD.3.2: Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.

Fourth Grade Additional Content